



**2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2**  
**COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018**

NOGA ID

Authorizing legislation

**General Appropriations Act, Rider 41, 85th Texas Legislature**

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

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Grant period from

**Pathway 1 and 2: January 1, 2019 - May 31, 2021**

**Pathway 3 : January 1, 2019 - June 30, 2020**

☒ Pre-award costs are not permitted.

**Required Attachments**

*Pathway specific attachment*

**Amendment Number**

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

**Applicant Information**

Organization  CDN  Vendor ID  ESC  DUNS

Address  City  ZIP  Phone

Primary Contact  Email  Phone

Secondary Contact  Email  Phone

**Certification and Incorporation**

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification      |
| <input checked="" type="checkbox"/> General Provisions and Assurances               | <input checked="" type="checkbox"/> Lobbying Certification                      |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances  | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name  Title

Email  Phone

Signature  Digitally signed by Matt Wood  
Date: 2018.11.09 15:19:59 -06'00' Date

Grant Writer Name  Signature  Digitally signed by Brittany Hott  
Date: 2018.11.09 14:54:19 -06'00' Date

☒ Grant writer is an employee of the applicant organization. ☐ Grant writer is not an employee of the applicant organization.

RFA #  SAS #

**2019-2021 Grown Your Own Grant Program, Cycle 2**

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701-18-106-054

**Shared Services Arrangements**

☒ Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**

- ☐ The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

**Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Students need support to complete student teaching & certification exams. 65% of student teachers report concern about completing their teaching internship & residency due to financial hardship & over 50% report may not be able to afford certification exam fees.	Teacher stipends will mediate the financial hardship that delays student teaching and completion of certification exams. Rural TAPS student teachers will participate in PLCs and regional professional developments.
Needs assessment results indicate on going, systemic difficulty with recruiting and retaining teachers. At least 23 teaching vacancies are anticipated during school year 2020-2021 alone.	Teacher stipends and field supervisor assistance mediate this issue and will provide needed funds to begin addressing the shortages. It will also allow district needs to be matched with teacher candidate strengths. Mentor teacher training, PLCs, and quarterly meetings will increase program success.
8 out of 9 districts, which are some of the most financially challenged in the state, report extreme difficulty recruiting a diverse teaching force.	District university partnerships will leverage community strengths and university resources to match student and district needs. Diverse teacher candidates (teachers of color, graduates from rural localities) will receive priority for grant participation and will demonstrate a regional commitment for at least 3 years.

**SMART Goal**

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By 2021, 14 diverse teacher candidates will complete a year long intensive student teaching experience focused on meeting the needs of participating small and rural districts, obtain certification in high needs areas to include special education and/or English language learner certification along with content certification (dual certification; e.g., K-6 generalist and special education), and fill high needs vacancies with a commitment to teaching in the region for a minimum of three years. Student teachers will be observed a minimum of 6 times per semester by university supervisors and at least 2 times per semester by district administration. See Appendix B.

**Measurable Progress**

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

**First-Quarter Benchmark**

By Fall 2019, 100% of teacher candidates will earn at least 2.5 or higher score on 6 face-to-face observations as measured by the student teaching evaluation completed by university teacher supervisors. Of the 6 observations, 2 will also be completed by district administration and inter-rater reliability will be at least 80% between district and university observers. See attached rubric.

**Measurable Progress (Cont.)****Second-Quarter Benchmark**

By Spring 2020 mid-semester, 100% of teacher candidates will earn at least 2.75 higher score 3 face-to-face observations as measured by the student teaching evaluation by completed by both district administration and teacher supervisors. Of the 3 observations, 1 will also be completed by district administration and inter-rater reliability will be at least 85% between district and university observers. See attached rubric.

**Third-Quarter Benchmark**

By Spring 2020, 100% of teacher candidates will earn at least 3.0 across 6 face-to-face observations as measured by the student teaching evaluation completed by both district administration and teacher supervisors. Of the 6 observations, 2 will also be completed by district administration and inter-rater reliability will be at least 90% between district and university observers. See attached rubric.

**Project Evaluation and Modification**

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

RURAL TAPS success will be measured through mixed methods evaluation (Creswell & Plano-Clark, 2013) led by Dr. Brittany Hott, Associate professor of Special education, and Dr. Beth Jones, Associate Professor of Special Education. Drs. Hott and Jones, TAMUC faculty, have significant experience with program evaluation, quantitative research methods, rural special education, and teacher preparation. Dr. Hott is a graduate of a rural district and a first generation college student. Indirect Costs will be allocated for program evaluation.

Ultimately, the success of RURAL TAPS will be achievement of Smart Goal 1 and associated benchmarks as measured by surveys, observation scores, teacher candidate reflections, and outcomes of both regional administrative and teacher PLC discussions. If benchmarks are not met, the student teaching supervisor, district administrator, and university personnel will meet to discuss a plan of action. The student teacher will work through a plan that includes measurable goals and benchmarks along with additional supports needed to meet plan objectives. These supports may include additional training (e.g., IRIS center modules, ASPIRE modules, individual or small group professional development, TAMUC Career Services supports) for the student teacher and/or mentee (PLC support, additional training by the university supervisor or district administration) depending on needs. Needs assessment results indicate that administrators would like the opportunity to observe and provide feedback to support teacher candidates in meeting district needs. Therefore, alignment of district needs and university support will be an area of focus of the project. A summary of evaluation metrics is provided in Appendix A.

**Statutory/Program Assurances**

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check the boxes for the appropriate Pathway to indicate your compliance.

**ALL PATHWAYS - The applicant assures the following:**

- Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be
- ☒ decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
  - ☒ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
  - ☒ Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
  - ☒ The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.
  - ☒ Participants and candidates will commit with an MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
- Adherence to all Performance Measures, as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and
- ☒ shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
  - ☒ All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
  - ☒ A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.

**PATHWAY 1- The applicant assures the following:**

- ☐ Each high school will implement the courses described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Participants receiving the \$10,000 stipend must be the teacher of record for at least one dual credit course section in 2019-2020 and two dual credit course sections in 2020-2021 within the Education and Training Course sequence.
- ☐ All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- ☐ Participation in the TEA Teacher Institute described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- ☐ All high schools will submit a plan for marketing and student recruitment to TEA each year.

**PATHWAY 2- The applicant assures the following:**

- ☐ The LEA will allow reasonable paid release time and schedule flexibility to candidates.
- ☐ Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2021-2022 year
- ☐ A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees.

**PATHWAY 3- The applicant assures the following:**

- ☒ The clinical teaching assignment is a minimum of 28 weeks long or the intensive pre-service training is a minimum of 5 weeks long
- ☒ The EPP will provide candidates with teacher certification, evidence based coursework, and an opportunity to practice and be evaluated in a school setting
- ☒ The EPP will provide the observation, evaluation, feedback, professional development, and/or field-based experience opportunities described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Partner LEAs and EPP will share program performance measures on a quarterly basis.
- ☒ EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed.



**Statutory/Program Requirements**

**PATHWAY THREE:** Describe your plan for recruitment, selection, and support of the EPP teacher candidates. Address the process for identifying participants, with potential indicators including a stated desire and commitment to teach long-term in the region and/or district, pursuit of certification in hard-to-staff areas, degree to which the diversity of the teacher population mirrors that of the student population, etc. Include the plan for recruiting candidates representative of the student demographics within the LEA, with an emphasis on candidates from similar school settings. Describe the MOU in which the candidate commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

**All applicants applying for Pathway 3 funds must submit the Pathway 3 Attachment with the application.**

**Recruitment -** Participating districts rank among the most economically disadvantaged in the state as evidenced by the significant number of students qualifying for free and reduced lunch and Title 1 eligibility. Needs assessment results suggest that all districts desire to host student teachers, have a need for dually licensed teachers who can serve in multiple capacities due to the nature of the small and remote districts with small number of students enrolled, and support with recruitment and retention of a teaching force that mirrors demographics of an increasing number of students from Latino backgrounds and an increasing number of students eligible for special education and related services. Further, training, and preferably certification, in the special education and English language learners is desperately needed. Additional support and training in the area of classroom management and working with diverse parents and families is highly desirable. Prior to submitting the GYO application, a teacher candidate needs assessment was also completed in collaboration with districts, university student teaching supervisors, department chairs, and university administration. The total number of vacancies and desired number of candidates for each participating districts were identified using university institutional effectiveness data. Student teacher candidates who graduated from area rural and remote districts interested in small or rural school placement shared their interests and challenges through a survey and discussions with university supervisors.

If selected for the grant, all teacher candidates will be invited to participate in panel interviews beginning two weeks after notification of the grant award. An announcement of the award will be shared through our Special Education, Curriculum & Instruction Department ListServes, by faculty, and during our Council for Exceptional Children Student Chapter meetings. Flyers will be posted in our education buildings. TAMUC Career Services in collaboration with district administrators will provide training and support to assist teacher candidates with interview preparation (i.e., resume development support, mock interviews, dressing for success).

**Selection -** If awarded the GYO grant, interested teacher candidates will participate in a panel interview including area district administrators and TAMUC field supervisors using a collaboratively developed rubric. A mean score from panel members will be calculated by Dr. Hott and Dr. Jones, who will not participate in the interview processes, and will rank candidates. Priority points will be allotted to teacher candidates from diverse backgrounds who identify as Latino, Hispanic, and/or African American; those who graduated from rural and small districts in the region; and first generation college students interested in rural education (see attached rubric).

**Support -** Two dedicated field supervisors with extensive knowledge of regional needs and content area expertise will work collaboratively with districts, mentor teachers, and supervise teacher candidates. A ratio of less than 1 university supervisor to 8 teacher candidates will be maintained. This ratio is necessary to provide the level of support needed to meet district needs, allow for driving time, and collection of evaluation data. The majority of teacher candidates are first generation students from low socio-economic backgrounds. Teacher candidates will have access to a food bank, clothing closet, and career support services through Texas A&M-Commerce. Teacher candidates will participate in monthly coffees hosted on a rotating basis between districts and in a PLC lead by a master teacher. Teacher candidates will also maintain a reflective journal that will be shared with the mentor teacher and university supervisor who can provide support and celebrate successes through a dialogue journal process. Administrators and university supervisors will have meetings at least one time per semester to identify project successes, challenges, and implement strategies to ameliorate issues at district and regional levels. Candidates will be observed by both university supervisors and district administration. They will participate in TAFE events, TAFE Facebook page and conferences. See Appendix C.

**Pathway Selection and Participation**

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

**PATHWAY ONE**

☐ Check this box if you are applying for Pathway 1

Number of teachers with M.Ed. who are teaching Education and Training courses for dual credit  X \$11,000 =

Number of teachers who are teaching Education and Training courses, but not for dual credit  X \$5,500 =

Number of high schools with existing Education and Training courses in 2018-2019  X \$6,000 =

Number of high schools without existing Education and Training courses in 2018-2019  X \$9,000 =

**Total Request for Pathway 1**

**PATHWAY TWO**

☐ Check this box if you are applying for Pathway 2 **WITH** Pathway 1

Number of candidates pursuing a teacher certification only  X \$5,500 =

Number of candidates pursuing both a bachelor's degree and a teacher certification  X \$11,000 =

Request for Pathway 2

Request for Pathway 1

**Total Combined Request for Pathways 1 & 2**

**PATHWAY THREE**

☒ Check this box if you are applying for Pathway 3

Number of candidates participating in a year-long clinical teaching assignment 14 X \$22,000 = 308,000

Number of candidates participating in an intensive pre-training service program  X \$5,500 =

**Total Request for Pathway 3** 308,000

**Request for Grant Funds**

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)	BUDGET
1 week of salary both summers of the project for Drs. Hott and Jones and Fringe Benefits	9,455
<b>PROFESSIONAL AND CONTRACTED SERVICES (6200)</b>	
14 Teacher Candidates with IHE supervisors	308,000
<b>SUPPLIES AND MATERIALS (6300)</b>	
<b>OTHER OPERATING COSTS (6400)</b>	

Total Direct Costs 317,455

Should match amount of Total Request from page 8 of this application

Indirect Costs 31,745.5

**TOTAL AMOUNT REQUESTED** 349,200.5

Total Direct Costs plus Indirect Costs

**Grow Your Own Grant  
Pathway 3 Grow Your Own Program Attachment**

**Pathway 3: Teacher Candidate Year-Long Clinical Teaching Assignment**

**Program Participants:** Applicant must specify the number of teacher candidates who will participate in the program and receive the stipend.

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**Type of Program:** Applicant must specify the type of EPP funding requested—year-long clinical teaching assignments or intensive preservice training with a clinical component.

**year-long clinical teaching assignments**

**RURAL TAPS: Recruiting Underrepresented Rural Aspiring teacher Leaders: Training and Partnerships for Special education**

**EPP Quality.** Applicant must describe the frequency and quality of support that the EPP program provides to teacher candidates.

- ☐ The description must include historical data on the success of the EPP, such as certification exam passing rates, finishing rates, and/or placement rates, broken down by candidate demographics.
- ☐ The description must include EPP program structures, including curriculum, supervision and feedback frequency and structures, and field supervisor to teacher candidate ratio.

***EPP Program Description***

TAMUC is a research two, doctoral degree granting, university located in rural east Texas that serves approximately 12,500 students. Since 1889, TAMUC has educated the people of Texas and is recognized as one of the oldest universities in the Lone Star State. The university has a long, distinguished history of preparing teachers. The university first opened as East Texas Normal College in Cooper, Texas, but when the site was destroyed in 1894, the university moved to its present day location in Commerce. In 1923, the school was renamed East Texas State Teachers College and graduate education programs were established in 1950s and in 1964 doctoral programs. Today, Texas A&M University-Commerce continues to prepare teachers to meet the needs of east Texas and beyond. We have a well-documented history of producing strong teacher candidates who are successful on certification exams, obtain positions of their choice, and are representative of the communities they serve. For example, the table below provides a summary of student pass rates on certification exams. Our overall pass rate is 93%. TAMUC graduates are employed in districts throughout Northeast Texas and beyond. We had a 100% placement rate in area districts during the 2017-2018 school year and each student who graduated and passed their special education certification exams obtained a teaching position following graduation.

***Summary of Certification Exam Results Spring 2018***

Exam – SPED	Total Test Takers	Total Passed	Pass Rate
Test Takers	16	15	93%
Female	14	14	100%
Male	2	1	50%
African American	1	1	100%
Hispanic	5	4	80%
White	10	10	100%



RURAL TAPS participants (districts, student teachers, university supervisors, and mentor teachers) will have the supports necessary for success. **To ensure that the needed mentorship and support are provided and allow for driving time to and among rural districts, a ratio of 1 university supervisor to no more than 8 teacher candidates will be maintained.** The table below provides an overview of TAMUC's year-long (32 weeks) student teaching internship and residency including additional RURAL TAPS supports. A more detailed description of field based student teaching is available for review at <http://www.tamuc.edu/academics/colleges/educationHumanServices/educatorCertificationAcademicServices/FieldBasedUndergraduateProgram/traditional-student-teaching-program-home/default.aspx> . Appendices provide a summary of district enrollment and student teacher placements, RURAL TAPS timeline, step-by-step evaluation plan, and rubrics (interview, observations).

### ***EPP Program Structures***

A summary of EPP program structures with RURAL TAPS supports is provided below. Please see Appendix A for a detailed description of project timelines and program supports.

#### **Texas A&M University-Commerce RURAL TAPS Internship & Residency Overview**

##### ***Preliminary—Spring 2019***

**\*\*January 2019** (notification of award)- RURAL TAPS recruitment begins as students apply for internship and residency semesters.

**\*\*February-March 2019-** TAMUC and district administration interview RURAL TAPS candidates. Districts identify teacher mentors. TAMUC notifies TEA of selected teacher candidates.

**\*\* Principals** submit mentor placements by end of March or early April and collaborative training activities for mentor teachers begin.

##### ***Internship--Fall 2019***

- Students will begin professional development during the first full week of the ISD and continue participating in the RURAL TAPS Professional Learning Community (PLC).
- Students will participate in seminar classes.
- Students are working with their mentor teacher at least two days per week and outlined in the MOU.
- Intern lesson evaluations occur at least 6 times during the semester and at least 2 times by district administration.

##### ***Residency – Spring 2020***

- Residents will begin based on the University Spring semester calendar.
- Students will have seminar two times per month.
- Resident lesson evaluations occur at least 6 times by the university teaching supervisor and 2 times by district administration.

**EPP and LEA Partnership.** Applicant must describe the plan for the partnership between the EPP and LEA(s).

- ☐ The plan should articulate shared governance including field supervision, site coordination, data sharing, and onboarding and training for supervisors, advisors, and mentor teachers.
- ☐ The plan must also include the MOU between the IHE/EPP and LEA.

### **Shared Governance**

RURAL TAPS will prepare 14 diverse teacher candidates whom will complete a year long intensive student teaching experience focused on meeting the needs of participating small and rural districts, obtain certification in high needs areas to include special education and/or English language learner certification along with content certification (dual certification; e.g., K-6 generalist and special education), and fill high needs vacancies with a commitment to teaching in the region for a minimum of three years. The consortium of Local Education Agencies are comfortable working together and have participated in a shared services agreement through Tri County SSA to collectively provide special education and related services for a significant amount of time. Further, each district has a long-standing, positive relationship with TAMUC faculty and staff. A summary of field supervision; site coordination; data sharing; and onboarding and training for supervisors, advisors, and mentor teachers is summarized below. Please see Appendix A for a detailed project timeline and evaluation metrics.

### ***Field Supervision***

Field supervision will be completed Student teachers will be observed a minimum of 6 times per semester by university supervisors and at least 2 times per semester by district administration (see attached rubrics). This allows for inter-rater reliability to be calculated, results discussed, and program adjustments made to ensure that teacher candidates are meeting district needs and alignment of observations feedback. University supervisors have extensive experience working in the region and have a deep understanding of local context and district needs. A maximum ratio of 8 student teachers to 1 supervisor will be maintained to allow for travel time to rural districts and ensure that teacher candidates have the supports needed to be successful. Please see Appendix A for a detailed timeline and evaluation metrics.

### ***Site Coordination***

Districts are comfortable working together and comfortable working across the region in collaboration with TAMUC faculty. Mentor teachers and university supervisors will work collaboratively to schedule observations and place copies of all materials in a secure, shared file. A minimum of 6 observations will be completed by university supervisors per semester for each candidate. Two of the observations will be completed with district administration and inter-rater reliability calculated. The university supervisor will be the primary contact with the mentor teacher and work in collaboration with district administration and program evaluators. District administration and TAMUC will participate in a regional PLC. Student teachers will also participate in a regional PLC lead by a master teacher from a participating district. Please see Appendix A for additional information about site coordination.

### ***Data Sharing***

Each district will maintain an online, secure shared file with TAMUC including all observation data and relevant materials. The university supervisor and mentor will have access to applicable files. The evaluation team will have access to all files and PLC files will be shared collectively across the region. Evaluations will be presented at least one time per semester during regional meetings so that we can collectively celebrate

strengths and address challenges. Districts will also work with TAMUC to ensure project success.

***Supervisor Training, Onboarding, and Mentor Training***

University supervisors have extensive training and knowledge of local context. Both university supervisors reside in the region and have significant expertise in special education, core content, local context, and evidence-based student teacher supervision. Both hold advanced degrees in special education and have content certification. Mentor teachers are master teachers within districts. They will participate in trainings collaboratively presented between TAMUC, the SSA special education director, and district administration to ensure RURAL TAPS success. Training will include research-based strategies for effective mentorship, communication processes, and data sharing procedures. Mentor teachers will work in tandem with university supervisors to support student teachers and ensure project success. See Appendix A for a detailed timeline and attached observation rubrics.

**MOU and School Board Support**

An MOU signed by TAMUC administration and district superintendents is attached for review. Additionally, a letter of support from the chair of each school board is also attached. The MOU and draft support letter template were collaboratively developed during our second regional meeting. The table below includes a summary of attachments.

<b>District</b>	<b>MOU (Superintendent)</b>	<b>Letter of Support (School Board)</b>
Bland	X	X
Boles	X	X
Caddo Mills	X	X
Campbell	X	X
Celeste	X	X
Commerce	X	X
Cooper	X	X
Cumby	X	X
Lone Oak	X	X

## Partner LEAs

**Applicants must complete the fields below, stating each partner LEA.**

[illegible]

## Appendix A

1. District administration in collaboration with university personnel will interview candidates and make placement decisions. A collaboratively developed rubric will be used to evaluate candidates. See attached for a copy of the interview rubric. The process will be competitive with the goal of diverse teacher candidates being able to be fully certified in areas of district need that include both content areas (K-6, 4-8, mathematics) and specialty areas (ELL, SPED). Priority points will be given to diverse teacher candidates who graduated from participating districts. The number of applicants receiving support divided by the total applicants will be used to determine the percentage of funded applicants.
2. Student teacher candidates who desire to work in participating rural and small districts will be matched with district needs. For example, Bland Independent School District needs a dually certified K-6 and Special Education teacher who is able to provide quality mathematics instruction and coach. BISD requests that priority be given to a teacher from the region who is bilingual (Spanish and English). TAMUC has identified a small pool of interested teacher candidates who will be highly qualified to meet all of BISD's required and preferred needs. Project goals include at least an 80% alignment with teacher candidates' strengths and district goals. Following interviews that will include questions related to teacher candidate district preference, small districts who prior to the grant did not have access to student teacher candidates, will select their student teacher first beginning with the smallest district (Campbell ISD,  $n = 307$ ) and ending with the largest rural district (Caddo Mills ISD,  $n = 1,828$ ) to complete one round of selections and then the second round will start following the first. Success of the grant interview process will be determined by a brief post interview cross-sectional survey of panel members and follow up interviews with district administration and teacher candidates with the goal of 90% or higher ratings of the process.
3. Teacher candidates will be determined by March 2019, sign an agreement with the district and university committing to student teaching and three years of service beyond the grant. TAMUC will notify TEA of selected candidates by March 30, 2019. Success of this process will be determined by the submission of 14 teacher candidates to TEA on or before March 30, 2019.
4. By May 2019, two university supervisors will be identified to complete at least 6, in person observations per semester during the 2019-2020 school year. University supervisors will have extensive experience working in the region and have a deep understanding of local context and district needs. A maximum ratio of 8 student teachers to 1 supervisor will be maintained.
5. By May 2019, district mentor teachers will be identified, participate in training, and have an understanding of RURAL TAPS goals, benchmarks, and requirements.
6. By August 2019, student teacher candidates will begin participating in a regional Professional Learning Community (PLC) lead by a master teacher(s) from project district(s). Teacher candidates will have the opportunity to learn about regional and district needs from master teachers. Success of the PLC will be measured through mixed methods including a cross sectional survey and focus groups. A 90% or higher positive rating of PLC experiences by both districts and teacher candidates will indicate success.
7. By August 2019, teacher candidates will have the opportunity to attend district professional development opportunities from any of the RURAL TAPS districts. Success



of the district professional development will be measured by observation scores and 90% or higher ratings by districts and teacher candidates.

8. Teacher candidates will begin their internship semester during the Fall 2019 semester, participate in SPED 466, and then begin their residency semester in the Spring of 2019 while completing SPED 470. Success of the internship semester will be measured by earning a grade of B or higher in each course and 90% or higher rating on observation rubrics by district administration and university supervisors (see attached rubrics).
9. Teacher candidates will maintain a reflective journal that they will share with their mentor teacher and field supervisor. Individual support will be provided to enhance teacher development within context of the small and rural districts that they are serving. Content analyses will be completed to identify common themes so that PLCs, mentor teachers, administrators, and/or university supervisors can address needs, and celebrate successes, at the district level and collaborative at the regional level.
10. Teacher candidates will continue to actively participate in the PLC and professional development opportunities offered through participating districts.
11. Inter-rater reliability on teacher candidate observations between administrators and university supervisors will 95% or greater (developing, proficient, etc.).
12. By March 2020, 100% of teacher candidates will pass certification exams. Success will be measured by exam scores.
13. By May 2020, teacher candidates will be highly qualified as evidenced by successful completion of certification exams and the 32 week student teaching internship and residency.
14. By May 2020, teacher candidates will sign contracts in their district, be fully certified, and commit to teaching in the district for a minimum of 3 years. Success of this objective will be signed MOUs. Failure to complete the agreement may result in an obligation to pay the stipend back to the Texas Education Agency.
15. Cost/benefit analyses of the program will be completed. These analyses will be in accordance with the Institute of Education Sciences (IES) procedures.
16. By May 2020, a comprehensive project evaluation report will be drafted and shared with the project participants. TAMUC and districts will collaboratively develop a plan for next steps including project successes and lessons learned.
17. Project members will participate in any requested TEA conferences, symposiums, or webinars.
18. Teacher candidates' success will be followed longitudinally beyond the duration of the grant to inform both TAMUC practice and teacher retention literature.

## Appendix B

### *Summary of Anticipated Regional Needs*

District	Enrollment	Number of Student Teachers
Bland (1)	720	1
Boles (1)	540	1
Caddo Mills (2)	1,828	2
Campbell (1)	307	1
Celeste (2)	508	2
Commerce (2)	1,529	2
Cooper (2)	820	2
Cumby (2)	390	2
Lone Oak (1)	1,000	1
<b>Total = 9</b>	<b>Average Enrollment = 849</b>	<b>Total = 14</b>

### **Pre-Application Procedures to Assess Need and Support Recruitment**

RURAL TAPS aims to develop diverse teacher candidates through a grow your own program that will produce teacher candidates who will fill and remain in hard to staff teaching positions in small and rural districts. Districts are already comfortable working together and participate in a shared services agreement through Tri County SSA to collectively provide special education and related services.

District superintendents have expressed ongoing, increasing need for dually certified content and special education teachers who are highly qualified to support the needs of students attending area small and rural schools. In response to this need, Tri County Districts and Texas A&M-Commerce faculty and administration met at Commerce ISD and discussed the possibility of applying for the Grow Your Own Cycle 2 competition. Mixed methods (Creswell, 2013; Creswell & Plano Clark, 2011) were used to complete a comprehensive needs assessment. Quantitative results from a cross sectional survey and qualitative results from open-ended questions and follow up interviews and focus groups assisted with explaining tri-county needs. Data were collected in three phases: (1) a focus group including district superintendents, curriculum specialists, and administrators; (2) an electronic survey of district administrators, special education directors and coordinators, curriculum specialists, principals, and lead teachers; and (3) individual interviews from a sample of educators to expand on findings from the survey and to contextualize participants' responses.

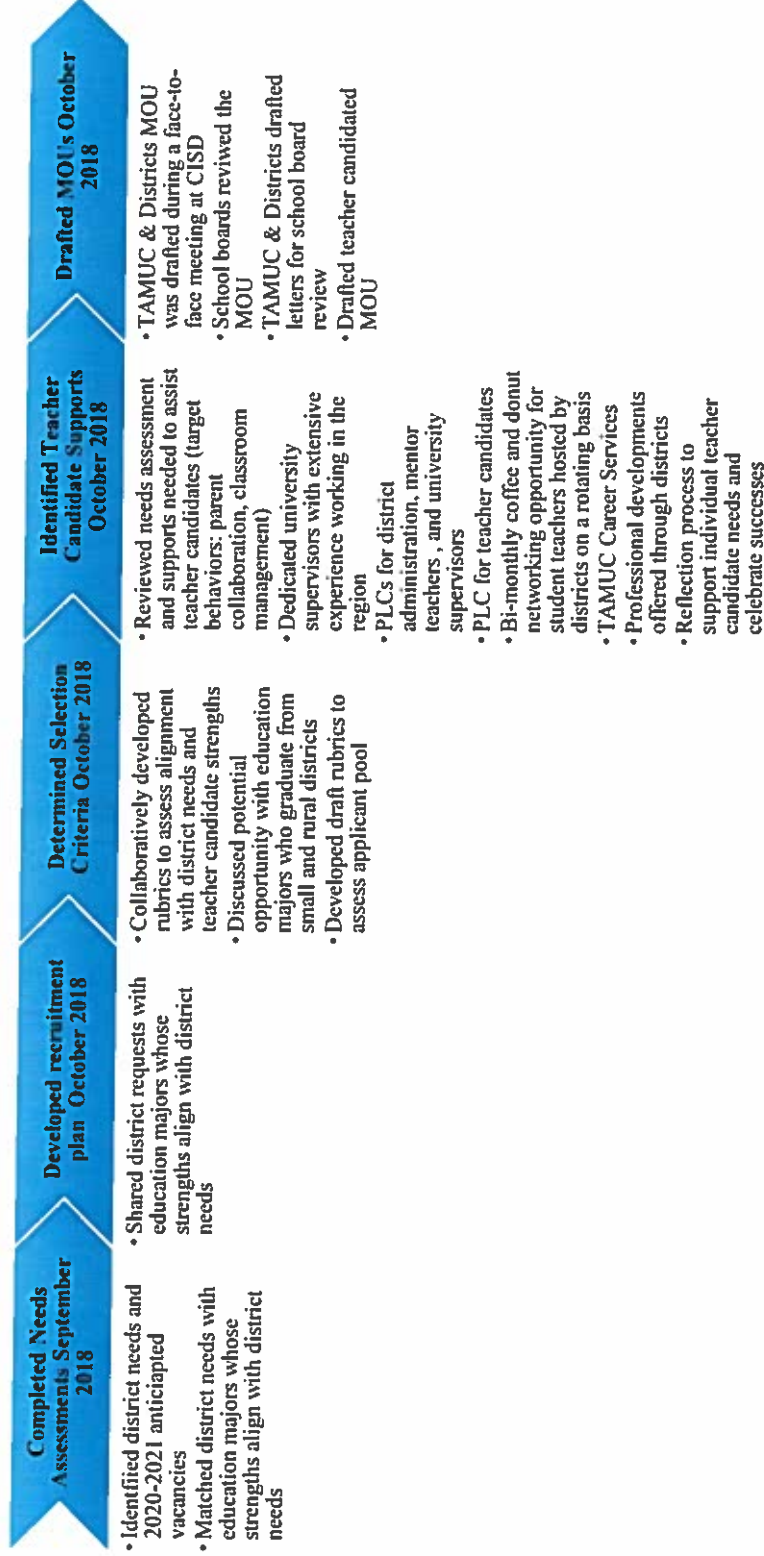
The following questions guided the work: (a) What are regional teacher recruitment and retention priorities?, (b) How do school personnel perceive the effectiveness of current teacher development activities?, and (c) In what areas are additional training and resources needed to support teacher recruitment and retention? After brainstorming needs, challenges, and opportunities, the comprehensive mixed-methods needs assessment (Creswell & Plano-Clark, 2013) was completed. Results indicate that all participating districts anticipate at least three

vacancies each during the 2020-2021 school year with numerous retirements over the next five to eight years. These vacancies include special education, mathematics, and elementary openings. Recruitment, and retention, of teacher candidates of color (Latino, Hispanic, African American, Mixed Ethnicities) has the potential to ensure that the teaching force in districts mirrors that of the student population.

Finally, a team consisting of district administrators, curriculum specialists, principals, and regional special education personnel along with Texas A&M-Commerce administrators and faculty collaboratively drafted the Grow Your Own Cycle 2 proposal including an interview process and a comprehensive, regional support and professional development plan including ongoing evaluation of project success. The team also determined that cost/benefit analyses and longitudinal measures are needed. Appendix C includes a summary of district enrollment and the number of student teachers each district will support.

## Appendix C

### Summary of GYO Proposal Development Process



## *Summary of Recruitment, Selection, and Support*

### Recruitment

- An electronic flyer will be sent out to all eligible students via specific program coordinators, student advisors, and faculty.
- Announcements will be made in classes and in student organization meetings (i.e. Student Council for Exceptional Children)

### Selection

- Interested teacher candidates will participate in a panel interview including area district administrators and TAMUC field supervisors.
- Candidates will be rated on a collaboratively designed rubric (see attached).
- Selected candidates will sign a MOU and their names will be submitted to TEA by March 2019.

### Support

- Two supervisors with extensive knowledge of regional needs and content area expertise will work collaboratively with districts and mentor teachers and supervise teacher candidates.
- Candidates will be observed by both university supervisors and district administration (minimum of 6 times per semester by the university supervisor and 2 times by district administration with additional follow up as needed).
- PLCs, networking coffee events, and professional development will be provided to each teacher candidate. TAFE memberships will be maintained and teacher candidates will participate in the TAFE Facebook group.



**Internship Assessment Rubric**

Professional Criteria	Highly Professional (6)	Professional (4)	Needs Improvement (2)	Unprofessional (0)	Concerns
Attendance	Always arrives on time and stays for the entire seminar meeting; always on time and stays per required hours in the field setting.	Late, left early or absent to seminar/field assignment once or twice; contacted liaison, mentor, ISD; provided written excuse; made up absence promptly.	Late, left early, or absent to seminar/field assignment more than twice; did not contact liaison, mentor, ISD; did not provide any written excuse; absence made up in an unacceptable time frame.	Late, left early, or absent regularly; did not contact liaison, mentor, ISD; did not provide any written excuse; no plan to make up absence.	
Respect	Exhibits behavior that is respectful towards others (avoiding, over-socializing, sleeping, working on unrelated material or wearing inappropriate attire) in seminar and/or field; never uses approved electronic devices at inappropriate times in seminar and/or field; is respectful towards peers, faculty/staff in seminar/field, students, and the learning environment.	Exhibits behavior that distracts others once or twice during seminar and/or field; rarely uses electronic devices inappropriately in seminar and/or field; is almost always respectful towards peers, faculty/staff in seminar/field, students, and the learning environment; upon recognition and reflection the behavior is changed promptly.	Recurring behavior that distracts others once or twice during seminar and/or field; rarely uses electronic devices inappropriately in seminar and/or field; is not consistently respectful towards peers, faculty/staff in seminar/field, students, and the learning environment; upon recognition no reflection occurs; behavior is slow to improve.	Asked to leave and/or multiple conversations with Center Coordinator, liaison, staff, and/or faculty in seminar and/or field due to behavior that distracts others once or twice during seminar and/or field; rarely uses electronic devices inappropriately in seminar and/or field; disrespectful towards peers, faculty/staff in seminar/field, students, and the learning environment; upon recognition no reflection occurs; behavior is not changing.	
Self-Awareness	Maintain a high level of self-awareness (self-reflection, self-talk to access thoughts, feelings and emotions) about the impact of verbal and non-verbal communication in seminar/field; with faculty/staff, peers, and/or students.	Almost always maintain a high level of self-awareness (self-reflection, self-talk to access thoughts, feelings and emotions) about the impact of verbal and non-verbal communication in seminar/field; with faculty/staff, peers, and/or students.	Occasionally exhibits self-awareness about the impact of verbal and non-verbal communication in seminar/field; with faculty/staff, peers, and/or students.	Rarely exhibits self-awareness about the impact of verbal and non-verbal communication in seminar/field; with faculty/staff, peers, and/or students.	
Awareness and Responsiveness to Diversity	Seminar/field interactions always reflect and appreciate the diverse opinions, experiences, and/or people.	Seminar/field interactions almost always reflect and appreciate the diverse opinions, experiences, and/or people; upon recognition and	Seminar/field interactions do not consistently reflect and appreciate the diverse opinions, experiences, and/or people; upon recognition and	Seminar/field interactions rarely reflect and appreciate the diverse opinions, experiences, and/or people; upon recognition no	

		reflection behavior is adjusted.	reflection behavior is slow to adjust.	reflection; behavior does not change.	
Collegiality and Collaboration	Always work collaboratively with all team members (peers, mentors, faculty/staff); relating easily and positively	Almost always works collaboratively with all team members (peers, mentors, faculty/staff); relating easily and positively; behavior is adjusted upon recognition.	Reluctant to work collaboratively with others (peers, mentors, faculty/staff); struggles to maintain positive relationships; recognition; behavior slow to adjust.	Does not demonstrate skills to work collaboratively with others (peers, mentors, faculty/staff); relationships have been affected in seminar/field.	
Oral and Written Expression	Always articulate ideas/concepts clearly without error both oral and written expression in seminar/ field; appropriate citation in writing when appropriate.	Almost always ideas/concepts clearly with few errors both oral and written expression in seminar/field; appropriate citation in writing when appropriate.	Challenging for others to understand ideas/concepts in either or both oral and written expression in seminar/field; no citation	Consistently receives feedback from faculty/staff, peers, and mentors that oral and/or written expression in seminar/field is unacceptable.	
Initiative, Reliability and Dependability	Always take initiative in the field/seminar (do not wait to be asked); initiative in planning and completing work in a timely manner seminar/field; prepared for all seminar/field learning.	Almost always take initiative in the field/seminar (do not wait to be asked); initiative in planning and completing work in a timely manner seminar/field; somewhat prepared for all seminar/field learning.	Occasionally take initiative in the field/seminar (do not wait to be asked); occasional initiative in planning and completing work in a timely manner seminar/field; not consistent in preparation for all seminar/field learning.	Lack of demonstration of taking initiative in the field/seminar (wait to be asked); no evidence of initiative in planning and completing work in a timely manner seminar/field; not prepared for all seminar/field learning.	
Motivation for Improvement and Response to Feedback	Always receptive to and seeks out suggestion and feedback (faculty/staff, peers, mentors, others); consistently self reflects; adjust performance accordingly in seminar/ field.	Almost always receptive to and seeks out suggestion and feedback (faculty/staff, peers, mentors, others); self- reflection is evident; adjust performance accordingly in seminar/field; upon recognition adjusts behavior.	Usually receptive to and occasionally seeks out suggestion and feedback (faculty/staff, peers, mentors, others); occasional self-reflection; no adjust performance accordingly in seminar/field; upon recognition some adjustment to behavior.	Lack of demonstration of reception to or seeking out suggestion and feedback (faculty/staff, peers, mentors, others); no self-reflection; no effort to adjust performance accordingly in seminar/field; upon recognition no effort to adjust behavior.	
Physical Presence	Understand and can explain the connection between style of dress, overall appearance, and social mannerisms and the professional impression; reflect seriousness of a	Somewhat understand and can explain the connection between style of dress, overall appearance, and social mannerisms and the professional impression; reflect	Unclear and unable to explain the connection between style of dress, overall appearance, and social mannerisms and the professional impression; somewhat reflects	Lack of understanding and unable to explain the connection between style of dress, overall appearance, and social mannerisms and the professional impression; does	

	professional educator.	seriousness of a professional educator; adjust when recognized.	seriousness of a professional educator; some adjustment when recognized.	not reflect seriousness of a professional educator; no adjustment when recognized.	
Technology Presence	Understand and can explain the importance of a professional online presence; appropriate social media use; reflect the seriousness of a professional educator.	Somewhat understand and can explain the importance of a professional online presence; appropriate social media use; reflect the seriousness of a professional educator; adjusts when recognized.	Unclear and unable explain the importance of a professional online presence; inappropriate social media use; does not reflect the seriousness of a professional educator; adjusts when recognized.	Lack of understanding and unable explain the importance of a professional online presence; inappropriate social media use; does not reflect the seriousness of a professional educator; no adjustments when recognized.	
Educator Code of Ethics and Educator Preparation Program (EPP) Standards	Consistently demonstrates knowledge, leadership, and respect in discussions and understanding of ethical issues and EPP Standards.	Almost always demonstrates knowledge, leadership, and respect in discussions and understanding of ethical issues and EPP Standards; adjusts when recognized.	Occasionally demonstrates knowledge, leadership, and respect in discussions and understanding of ethical issues and EPP Standards; adjusts when recognized.	Lack of demonstration of knowledge, leadership, and respect in discussions and understanding of ethical issues and EPP Standards; no adjustments when recognized.	

Academic Criteria	Highly Professional (6)	Professional (4)	Needs Improvement (2)	Unprofessional (0)	Concerns
Academic STEM class	Completes all assignments with high level of competency	Completes all assignments with adequate level of competency (can be work redone to meet this level)	Has 1 incomplete assignment or has low level of competency (did not choose to make up low level of competency work with feedback)	Has more than 1 incomplete assignment and has not attempted to redo work that was low level of competency.	
Academic READING class	Completes all assignments with high level of competency	Completes all assignments with adequate level of competency (can be work redone to meet this level)	Has 1 incomplete assignment or has low level of competency (did not choose to make up low level of competency work with feedback)	Has more than 1 incomplete assignment and has not attempted to redo work that was low level of competency.	
Academic Social Studies	Completes all assignments with high level of competency	Completes all assignments with adequate level of competency (can be work redone to meet this level)	Has 1 incomplete assignment or has low level of competency (did not choose to make up low level of competency work with feedback)	Has more than 1 incomplete assignment and has not attempted to redo work that was low level of competency.	
Academic Classroom Management	Completes all assignments with high level of competency	Completes all assignments with adequate level of competency (can be work redone to meet this level)	Has 1 incomplete assignment or has low level of competency (did not choose to make up low level of competency work with feedback)	Has more than 1 incomplete assignment and has not attempted to redo work that was low level of competency.	

## Grow Your Own Grant Candidate Interview Rating Scale

**Instructions:** Do not compare interviewees, please use criteria to rate each person as you go along, question by question. Do not rate them at the end of the interview except in those cases where a later question affects your rating. Again, make note of your rating at that point rather than at the end. The final scoring sheet contains the averages of each rater, not a consensus of raters. Finally, be sure to ask the same questions of all interviewees so that your scoring is consistent (e.g., use question 1a throughout rather than alternating between 1a and 1b).

<u><b>Career Maturity</b></u>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
Why did you choose to go into the field of education?	No clear reason behind choosing the profession.	Solely choosing the profession as a result of personal experiences (trying to "fix" others").	A desire to help/serve others, to "give back" to people.	Evidence of altruistic goals, wants to make a difference for those in need.
<u><b>Professional Development</b></u>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
What is your philosophy regarding classroom management?	No clear classroom management philosophy.	Student offers a few classroom management and collaboration strategies, but it does not seem to be grounded in experience or practical.	Student offers practical strategies for classroom management and collaboration, but response needed more detail.	Clear classroom management philosophy that is grounded in experience is stated.
What techniques for collaboration do you find effective?	No clear techniques for collaboration provided.			Clear philosophy on collaboration that is grounded in experience is stated.
<u><b>Self-Disclosure &amp; Self Awareness</b></u>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
Describe what a typical special education classroom might look like? Which environments/students are you most comfortable working with?	Applicant refers to unresolved past issues that might interfere or shows inappropriate self disclosure, either extremely quiet or domineering or discloses too deeply. May be unaware of any weaknesses or strengths.  Applicant shows no real insight into possible classroom environments.	Applicant over or under discloses to some extent or has unresolved issues. This applicant may be somewhat shy or too outgoing. Shows some awareness of personal strengths and limitations.  Applicant shows minimal insight into possible classroom environments.	Applicant's self disclosure is appropriate but the applicant may avoid emotional issues. Shows no extremes interpersonally. Aware of limitations and strengths.  Applicant shows appropriate insight into possible classroom environments.	Self-disclosure is appropriate; applicant shows no extremes and shows evidence of strength and self-awareness of emotions, limitations and strengths.  Applicant shows superior insight into possible classroom environments.

<p><b><u>Wellness and Emotional Stability</u></b></p> <p>How would you handle conflicts with students? Parents? Colleagues?</p>	<p><b>0</b></p> <p>Applicant is generally anxious, withdrawn, overly gregarious, or emotionally extreme, showing symptoms of depression, excitability, or some other indication of a mental disorder.</p> <p>Applicant is not able to provide any strategies for handling conflict.</p>	<p><b>1</b></p> <p>Applicant seems nervous or withdrawn but shows no evidence of being emotionally extreme. He/she participates and shows positive coping behaviors but may still have unresolved issues.</p> <p>Applicant provides strategies, but they are not quality points.</p>	<p><b>2</b></p> <p>Applicant is generally stable and shows evidence of wellness behaviors but may still have some issues with which to deal. May be slightly anxious.</p> <p>Applicant provides strategies, but does not provide enough detail or relate to past experiences.</p>	<p><b>3</b></p> <p>Applicant shows indication of high level wellness and emotional stability. There is a notable lack of anxiety.</p> <p>Applicant provides concrete strategies with sufficient detail to support implementation.</p>
<p><b><u>Supporting Diversity</u></b></p> <p>What experiences have you had working in rural schools and/or what attracts you about working in a rural locality? What is your idea of diversity and how will you support diversities in the classroom?</p>	<p><b>0</b></p> <p>Applicant is defensive or judgmental and has no experiences with people from different backgrounds.</p>	<p><b>1</b></p> <p>Applicant has no experiences in dealing with differences, is ignorant of differences, and/or is unable to see beyond their own culture, family, background or ethnicity.</p>	<p><b>2</b></p> <p>Applicant has minimal experiences in dealing with differences, but appears willing and open to understand others.</p>	<p><b>3</b></p> <p>Applicant seems able to transcend their own cultural background and has experiences in dealing with differences.</p>
<p><b><u>Commitment</u></b></p> <p>Why do you want to participate in this project? Why would you be an asset to this project?</p>	<p><b>0</b></p> <p>Applicant has great difficulty composing a response.</p>	<p><b>1</b></p> <p>Applicant provides one reasonable characteristic easily; does not provide explanation/rational for response.</p>	<p><b>2</b></p> <p>Applicant provides at least two reasonable characteristics with explanation/rationale for each.</p>	<p><b>3</b></p> <p>Applicant provides characteristics with ease, including explanation/rationale for each.</p>
<p><b>Empathy, Warmth, Altruism, &amp; Genuineness</b></p> <p>(overall rating)</p>	<p><b>0</b></p> <p>Applicant lacks warmth, has difficulty expressing empathy &amp; genuineness.</p>	<p><b>1</b></p> <p>Applicant has a deficit in one area, but is moderately warm or genuine.</p>	<p><b>2</b></p> <p>Applicant is moderately high in warmth and expressing empathy &amp; genuineness.</p>	<p><b>3</b></p> <p>Applicant is extremely warm and can express empathy &amp; genuineness very well.</p>



## Instructional Leadership Team Evaluation Form



Indicate one: Elementary      Secondary

Indicate one: Mentor      Field-Supervisor      Resident

Resident:			Date:	
CWID#:			Overall Average:	
Mentor:			Letter Grade:	
Field Supervisor:			District:	
School:		Content:		Grade Level Taught:

### Rating System:

**5 - 4 = Proficient** - in command of initiative, thought, organization, reflection, and implementation of professional choices. Professional judgment is evident. Evidence of significant control of own decision-making and learning processes.

**3 - 2 = Developing** - functional in terms of initiative, thought, organization, reflection, and implementation of professional choices, but in need of instruction. Professional judgment is somewhat evident. Evidence of some control of own decision-making and learning processes. Monitors, adjusts, and manages with minimal intervention.

**1 - 0 = Improvement Needed** - some lack of initiative, thought, organization, reflection, and responsibility. Resident lacks awareness in making professional choices. Evidence of little control of own decision-making and learning processes. Very little monitoring, adjusting or managing without significant intervention. The situation requires remediation and change by the resident.

Domain 1: \_\_\_\_ Domain 2: \_\_\_\_ Domain 3: \_\_\_\_ Domain 4: \_\_\_\_ Overall Average: \_\_\_\_

### Letter Grade Scale

- (A) 5 – 3.5
- (B) 3.4 – 2.5
- (C) 2.4 – 1 (Requires Growth Plan)
- (F) .9 -0

\_\_\_\_\_  
Resident Signature

\_\_\_\_\_  
Mentor Teacher Signature

\_\_\_\_\_  
Field Supervisory/ Liaison Signature

\_\_\_\_\_  
Date



Domain 3: Learning Environment			
	Proficient 5 or 4	Developing 3 or 2	Improvement Needed 1 or 0
3.1 Classroom Environment, Routines, and Procedures:	The intern/resident organizes a safe, accessible, and efficient classroom.		
3.2 Managing Student Behavior:	The intern/resident establishes, communicates and maintains clear expectations for student behavior.		
3.3 Classroom Culture:	The intern/resident leads a mutually respectful and collaborative class of actively engaged learners.		
Evidence/Comments:			

	<b>Proficient</b> <b>5 or 4</b>	<b>Developing</b> <b>3 or 2</b>	<b>Improvement Needed</b> <b>1 or 0</b>
<p><b>4.1 Professional Demeanor &amp; Ethics:</b> The intern/resident meets TAMUC and district expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities. (e.g., Code of Ethics and Standard Practices for Texas Educators).</p> <ul style="list-style-type: none"> <li>• Develops positive, productive relationships with colleagues</li> <li>• Demonstrates initiative and positive attitude in performance of duties and responsibilities</li> <li>• Accepts and implements constructive suggestions for change and growth</li> </ul>			
<p><b>4.2 Goal Setting:</b> The intern/resident reflects on his/her practices.</p> <ul style="list-style-type: none"> <li>• Sets short and long-term professional goals based on self-assessment, reflections, and mentor/supervisor suggestions</li> <li>• Demonstrates initiative to meet the goals, resulting in improvement in teaching practices and student achievement</li> </ul>			
<p><b>4.3 Professional Development:</b> The intern/resident enhances the professional community.</p> <ul style="list-style-type: none"> <li>• Demonstrates collaborative practices by participating in all scheduled district and campus professional development activities</li> <li>• Actively participates in pre/post meetings with the Instructional Leadership Team (ILT)</li> </ul>			
<p><b>4.4 School Community Involvement:</b> The intern/resident demonstrates initiative and leadership with students, colleagues, and community members in the school, district, and community through effective communication and outreach.</p> <ul style="list-style-type: none"> <li>• Actively participates in extra duties throughout the school (e.g. bus duty, cafeteria duty, field trips, etc.)</li> </ul>			

## **MEMORANDUM OF UNDERSTANDING**

Between Texas A&M University-Commerce and Consortium of Local Education Agencies  
2019-2021 Texas Education Agency Grow Your Own Grant Cycle 2

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TAMUC and a consortium of 9 Local Education Agencies are applying to the Texas Education Agency Grow Your Own Grant Competition under Pathway 3. The purpose of this Memorandum of Understanding is to establish the framework through which, if the Texas Education Agency funds the proposal, the partners will collaborate and to articulate the specific roles and responsibilities of each party. We agree to participate in the application process for the 2018 competition, conduct activities, and carry out responsibilities as identified in our application.

RURAL TAPS aims to develop teacher candidates through a grow your own program. Pre-service teacher candidates will complete year long intensive clinical teaching assignments that will successfully prepare teacher candidates to fill hard to staff (e.g., special education, mathematics, English language learner) teaching positions in participating small and rural districts. RURAL TAPS will fund the clinical teaching experiences of 14 teacher candidates with the goal of preparing dually licensed teachers who will commit to serving districts for a minimum of three years.

### **I) Description of Agencies**

TAMUC is a research two, doctoral degree granting, university located in rural east Texas that serves approximately 12,500 students. Since 1889, TAMUC has educated the people of Texas and is recognized as one of the oldest universities in the Lone Star State. The university has a long, distinguished history of preparing teachers. The university first opened as East Texas Normal College in Cooper, Texas, but when the site was destroyed in 1894, the university moved to its present day location in Commerce. In 1923, the school was renamed East Texas State Teachers College and graduate education programs were established in 1950s and in 1964 doctoral programs. Today, Texas A&M University-Commerce continues to prepare teachers to meet the needs of east Texas and beyond.

Tri County Shared Services Agreement (TCSSA) was established for districts to pool resources to meet the needs of students requiring special education and related services in 9 small and rural east Texas school districts. The following districts are members of the SSA: (1) Bland ISD, (2) Boles ISD, (3) Caddo Mills ISD, (4) Campbell ISD, (5) Celeste ISD, (6) Commerce ISD, (7) Cooper ISD, (8) Cumby ISD, and (9) Lone Oak ISD. Schools have consistently maintained high student expectations and are steadily increasing reading and mathematics performance. However, participating districts are amongst the least socio-economically advantaged in the state. Each has experienced ongoing challenges with recruiting and retaining quality teachers, especially in special education. Districts are comfortable working collaboratively and have maintained a positive relationship with TAMUC faculty and researchers. Districts report a high need for dually certified teachers who can serve in multiple capacities given the nature of small

and rural districts with smaller student populations. Further, districts report that TAMUC trained teachers are significantly better prepared to meet district demands than those who have completed alternative certification programs. To address needs, a summary of project roles and responsibilities are summarized below.

## **II) Roles and Responsibilities**

TAMUC in collaboration with districts will:

- Serve as the fiscal agent.
- Provide quarterly evaluation reports (2 times per semester) to district leaders and the Tri County special education director.
- Attend project progress meetings.
- Review findings and collaboratively work to make adjustments to meet, or preferably exceed, our project goal and benchmarks.
- Provide university teaching supervisors with significant knowledge of special education, content areas, and local contact.
- Participate as panel members to interview teacher candidates.
- Provide the supports listed in the grant proposal to include access to the career closet, food bank, career services, teacher candidate supports, and candidate reflection process.
- Complete cost benefit analyses.
- Provide a comprehensive evaluation report at the conclusion of the project with recommended next steps for following candidates longitudinally.
- Submit all reports, in collaboration with districts, before due dates to TEA.

Districts in collaboration with TAMUC will:

- Identify district vacancies.
- Identify master mentor teachers.
- Participate in interview panels.
- Work collaboratively with university supervisors to ensure teacher candidate progress.
- Attend meetings.
- Participate in professional learning communities.
- Support teacher candidates by allowing to attend professional development opportunities from collaborating districts.
- Observe student teachers and discuss inter-rater reliability with university student teaching supervisors.
- Review evaluation reports and provide feedback.
- Work to ensure that we meet, or exceed, our goal and benchmarks.
- Host coffee or regional meetings as noted in our needs assessment.

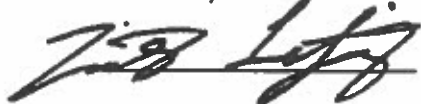
The roles and responsibilities described above are contingent on receiving an award from the Texas Education Agency grant competition. Responsibilities under this Memorandum of



Understanding would coincide with the grant period, anticipated to be January 1, 2019 until June 30, 2020.

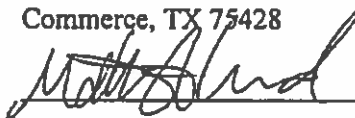
**III) Signatures:**

Dr. Timothy Letzring, Dean  
College of Education and Human Services  
Texas A&M-Commerce  
P.O. Box 3011  
Commerce, TX 75428



Date: 11/9/18

Dr. Matt Wood, Vice Provost for Research and  
Dean of the Graduate School  
Texas A&M-Commerce  
P.O. Box 3011  
Commerce, TX 75428



Date: 11/6/18

Mr. Rick Tidwell, Superintendent  
Bland Independent School District  
P.O. Box 216  
Merit, TX 75458

\_\_\_\_\_  
Date: \_\_\_\_\_

Dr. Graham Sweeney, Superintendent  
Boles Independent School District  
9777 FM 2101  
Quinlan, TX 75474

\_\_\_\_\_  
Date: \_\_\_\_\_

Mr. Luke Allison, Superintendent  
Caddo Mills Independent School District  
100 Fox Ln  
Caddo Mills, TX 75135

\_\_\_\_\_  
Date: \_\_\_\_\_

Dr. Denise Morgan, Superintendent  
Campbell Independent School District  
480 North Patterson St  
Campbell, TX 75422

\_\_\_\_\_  
Date: \_\_\_\_\_

Mr. Brad Connelly, Superintendent  
Celeste Independent School District  
207 S. 5<sup>th</sup> Street  
Celeste, TX 75423

\_\_\_\_\_  
Date: \_\_\_\_\_

Mr. Charlie Alderman, Superintendent  
Commerce Independent School District  
3315 Washington Street  
Commerce, TX 75428

\_\_\_\_\_  
Date: \_\_\_\_\_

Ms. Denicia Hohenberger, Superintendent  
Cooper Independent School District  
350 W McKinney Street  
Cooper, Texas 75432

\_\_\_\_\_  
Date: \_\_\_\_\_

Ms. Shelly Slaughter, Superintendent  
Cumby Independent School District  
303 Sayle Street  
Cumby, Texas 75433

\_\_\_\_\_  
Date: \_\_\_\_\_

Mr. Lance Campbell, Superintendent  
Lone Oak Independent School District  
8162 Hwy 69 South  
Lone Oak, TX 75453

\_\_\_\_\_  
Date: \_\_\_\_\_

Understanding would coincide with the grant period, anticipated to be January 1, 2019 until June 30, 2020.

**III) Signatures:**

Dr. Timothy Letzring, Dean  
College of Education and Human Services  
Texas A&M-Commerce  
P.O. Box 3011  
Commerce, TX 75428

Dr. Matt Wood, Vice Provost for Research and  
Dean of the Graduate School  
Texas A&M-Commerce  
P.O. Box 3011  
Commerce, TX 75428

\_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_ Date: \_\_\_\_\_

Mr. Rick Tidwell, Superintendent  
Bland Independent School District  
P.O. Box 216  
Merit, TX 75458

Dr. Graham Sweeney, Superintendent  
Boles Independent School District  
9777 FM 2101  
Quinlan, TX 75474

*Rick Tidwell* Date: 11-8-18

\_\_\_\_\_ Date: \_\_\_\_\_

Mr. Luke Allison, Superintendent  
Caddo Mills Independent School District  
100 Fox Ln  
Caddo Mills, TX 75135

Dr. Denise Morgan, Superintendent  
Campbell Independent School District  
480 North Patterson St  
Campbell, TX 75422

\_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_ Date: \_\_\_\_\_

Mr. Brad Connelly, Superintendent  
Celeste Independent School District  
207 S. 5<sup>th</sup> Street  
Celeste, TX 75423

Mr. Charlie Alderman, Superintendent  
Commerce Independent School District  
3315 Washington Street  
Commerce, TX 75428

\_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_ Date: \_\_\_\_\_

Ms. Denicia Hohenberger, Superintendent  
Cooper Independent School District  
350 W McKinney Street  
Cooper, Texas 75432

Ms. Shelly Slaughter, Superintendent  
Cumby Independent School District  
303 Sayle Street  
Cumby, Texas 75433

\_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_ Date: \_\_\_\_\_

Mr. Lance Campbell, Superintendent  
Lone Oak Independent School District  
8162 Hwy 69 South  
Lone Oak, TX 75453

\_\_\_\_\_ Date: \_\_\_\_\_

Understanding would coincide with the grant period, anticipated to be January 1, 2019 until June 30, 2020.

**III) Signatures:**

Dr. Timothy Letzring, Dean  
College of Education and Human Services  
Texas A&M-Commerce  
P.O. Box 3011  
Commerce, TX 75428

\_\_\_\_\_  
Date: \_\_\_\_\_

Dr. Matt Wood, Vice Provost for Research and  
Dean of the Graduate School  
Texas A&M-Commerce  
P.O. Box 3011  
Commerce, TX 75428

\_\_\_\_\_  
Date: \_\_\_\_\_

Mr. Rick Tidwell, Superintendent  
Bland Independent School District  
P.O. Box 216  
Merit, TX 75458

\_\_\_\_\_  
Date: \_\_\_\_\_

Dr. Graham Sweeney, Superintendent  
Boles Independent School District  
9777 FM 2101  
Quinlan, TX 75474

  Date: 11-08-18

Mr. Luke Allison, Superintendent  
Caddo Mills Independent School District  
100 Fox Ln  
Caddo Mills, TX 75135

\_\_\_\_\_  
Date: \_\_\_\_\_

Dr. Denise Morgan, Superintendent  
Campbell Independent School District  
480 North Patterson St  
Campbell, TX 75422

\_\_\_\_\_  
Date: \_\_\_\_\_

Mr. Brad Connelly, Superintendent  
Celeste Independent School District  
207 S. 5<sup>th</sup> Street  
Celeste, TX 75423

\_\_\_\_\_  
Date: \_\_\_\_\_

Mr. Charlie Alderman, Superintendent  
Commerce Independent School District  
3315 Washington Street  
Commerce, TX 75428

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Date: \_\_\_\_\_

Ms. Denicia Hohenberger, Superintendent  
Cooper Independent School District  
350 W McKinney Street  
Cooper, Texas 75432

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Cumby Independent School District  
303 Sayle Street  
Cumby, Texas 75433

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Date: \_\_\_\_\_

Mr. Lance Campbell, Superintendent  
Lone Oak Independent School District  
8162 Hwy 69 South  
Lone Oak, TX 75453

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Date: \_\_\_\_\_

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College of Education and Human Services  
Texas A&M-Commerce  
P.O. Box 3011  
Commerce, TX 75428

**Dr. Matt Wood, Vice Provost for Research and  
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P.O. Box 3011  
Commerce, TX 75428

\_\_\_\_\_ Date: \_\_\_\_\_

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**Mr. Rick Tidwell, Superintendent**  
Bland Independent School District  
P.O. Box 216  
Merit, TX 75458

**Dr. Graham Sweeney, Superintendent**  
Boles Independent School District  
9777 FM 2101  
Quinlan, TX 75474

\_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_ Date: \_\_\_\_\_

**Mr. Luke Allison, Superintendent**  
Caddo Mills Independent School District  
100 Fox Ln  
Caddo Mills, TX 75135

**Dr. Denise Morgan, Superintendent**  
Campbell Independent School District  
480 North Patterson St  
Campbell, TX 75422

 \_\_\_\_\_ Date: 11/7/18

\_\_\_\_\_ Date: \_\_\_\_\_

**Mr. Brad Connelly, Superintendent**  
Celeste Independent School District  
207 S. 5<sup>th</sup> Street  
Celeste, TX 75423

**Mr. Charlie Alderman, Superintendent**  
Commerce Independent School District  
3315 Washington Street  
Commerce, TX 75428

\_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_ Date: \_\_\_\_\_

**Ms. Denicia Hohenberger, Superintendent**  
Cooper Independent School District  
350 W McKinney Street  
Cooper, Texas 75432

**Ms. Shelly Slaughter, Superintendent**  
Cumby Independent School District  
303 Sayle Street  
Cumby, Texas 75433

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**Mr. Lance Campbell, Superintendent**  
Lone Oak Independent School District  
8162 Hwy 69 South  
Lone Oak, TX 75453

\_\_\_\_\_ Date: \_\_\_\_\_

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**III) Signatures:**

Dr. Timothy Letzring, Dean  
College of Education and Human Services  
Texas A&M-Commerce  
P.O. Box 3011  
Commerce, TX 75428

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P.O. Box 3011  
Commerce, TX 75428

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Mr. Rick Tidwell, Superintendent  
Bland Independent School District  
P.O. Box 216  
Merit, TX 75458

Dr. Graham Sweeney, Superintendent  
Boles Independent School District  
9777 FM 2101  
Quinlan, TX 75474

\_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_ Date: \_\_\_\_\_

Mr. Luke Allison, Superintendent  
Caddo Mills Independent School District  
100 Fox Ln  
Caddo Mills, TX 75135

Dr. Denise Morgan, Superintendent  
Campbell Independent School District  
480 North Patterson St  
Campbell, TX 75422

\_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_ Date: 11/8/18

Mr. Brad Connelly, Superintendent  
Celeste Independent School District  
207 S. 5<sup>th</sup> Street  
Celeste, TX 75423

Mr. Charlie Alderman, Superintendent  
Commerce Independent School District  
3315 Washington Street  
Commerce, TX 75428

\_\_\_\_\_ Date: \_\_\_\_\_

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Ms. Denicia Hohenberger, Superintendent  
Cooper Independent School District  
350 W McKinney Street  
Cooper, Texas 75432

Ms. Shelly Slaughter, Superintendent  
Cumby Independent School District  
303 Sayle Street  
Cumby, Texas 75433

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Mr. Lance Campbell, Superintendent  
Lone Oak Independent School District  
8162 Hwy 69 South  
Lone Oak, TX 75453

\_\_\_\_\_ Date: \_\_\_\_\_

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**III) Signatures:**

Dr. Timothy Letzring, Dean  
College of Education and Human Services  
Texas A&M-Commerce  
P.O. Box 3011  
Commerce, TX 75428

Dr. Matt Wood, Vice Provost for Research and  
Dean of the Graduate School  
Texas A&M-Commerce  
P.O. Box 3011  
Commerce, TX 75428

\_\_\_\_\_ Date: \_\_\_\_\_

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Mr. Rick Tidwell, Superintendent  
Bland Independent School District  
P.O. Box 216  
Merit, TX 75458

Dr. Graham Sweeney, Superintendent  
Boles Independent School District  
9777 FM 2101  
Quinlan, TX 75474

\_\_\_\_\_ Date: \_\_\_\_\_

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Mr. Luke Allison, Superintendent  
Caddo Mills Independent School District  
100 Fox Ln  
Caddo Mills, TX 75135

Dr. Denise Morgan, Superintendent  
Campbell Independent School District  
480 North Patterson St  
Campbell, TX 75422

\_\_\_\_\_ Date: \_\_\_\_\_

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Mr. Brad Connelly, Superintendent  
Celeste Independent School District  
207 S. 5<sup>th</sup> Street  
Celeste, TX 75423

Mr. Charlie Alderman, Superintendent  
Commerce Independent School District  
3315 Washington Street  
Commerce, TX 75428

 Date: 11-9-18

\_\_\_\_\_ Date: \_\_\_\_\_

Ms. Denicia Hohenberger, Superintendent  
Cooper Independent School District  
350 W McKinney Street  
Cooper, Texas 75432

Ms. Shelly Slaughter, Superintendent  
Cumby Independent School District  
303 Sayle Street  
Cumby, Texas 75433

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Mr. Lance Campbell, Superintendent  
Lone Oak Independent School District  
8162 Hwy 69 South  
Lone Oak, TX 75453

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**III) Signatures:**

Dr. Timothy Letzring, Dean  
College of Education and Human Services  
Texas A&M-Commerce  
P.O. Box 3011  
Commerce, TX 75428

\_\_\_\_\_ Date: \_\_\_\_\_

Dr. Matt Wood, Vice Provost for Research and  
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Texas A&M-Commerce  
P.O. Box 3011  
Commerce, TX 75428

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Mr. Rick Tidwell, Superintendent  
Bland Independent School District  
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9777 FM 2101  
Quinlan, TX 75474

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100 Fox Ln  
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Campbell Independent School District  
480 North Patterson St  
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Mr. Brad Connelly, Superintendent  
Celeste Independent School District  
207 S. 5<sup>th</sup> Street  
Celeste, TX 75423

\_\_\_\_\_ Date: \_\_\_\_\_

Mr. Charlie Alderman, Superintendent  
Commerce Independent School District  
3315 Washington Street  
Commerce, TX 75428

 Date: 11/9/2018

Ms. Denicia Hohenberger, Superintendent  
Cooper Independent School District  
350 W McKinney Street  
Cooper, Texas 75432

\_\_\_\_\_ Date: \_\_\_\_\_

Ms. Shelly Slaughter, Superintendent  
Cumby Independent School District  
303 Sayle Street  
Cumby, Texas 75433

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Lone Oak Independent School District  
8162 Hwy 69 South  
Lone Oak, TX 75453

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College of Education and Human Services  
Texas A&M-Commerce  
P.O. Box 3011  
Commerce, TX 75428

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Quinlan, TX 75474

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Mr. Luke Allison, Superintendent  
Caddo Mills Independent School District  
100 Fox Ln  
Caddo Mills, TX 75135

Dr. Denise Morgan, Superintendent  
Campbell Independent School District  
480 North Patterson St  
Campbell, TX 75422

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Cooper Independent School District  
350 W McKinney Street  
Cooper, Texas 75432

Ms. Shelly Slaughter, Superintendent  
Cumby Independent School District  
303 Sayle Street  
Cumby, Texas 75433

 Date: 11/7/18

\_\_\_\_\_  
Date: \_\_\_\_\_

Mr. Lance Campbell, Superintendent  
Lone Oak Independent School District  
8162 Hwy 69 South  
Lone Oak, TX 75453

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Dr. Timothy Letzring, Dean  
College of Education and Human Services  
Texas A&M-Commerce  
P.O. Box 3011  
Commerce, TX 75428

Dr. Matt Wood, Vice Provost for Research and  
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Bland Independent School District  
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Quinlan, TX 75474

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Mr. Luke Allison, Superintendent  
Caddo Mills Independent School District  
100 Fox Ln  
Caddo Mills, TX 75135

Dr. Denise Morgan, Superintendent  
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480 North Patterson St  
Campbell, TX 75422

\_\_\_\_\_ Date: \_\_\_\_\_

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Celeste Independent School District  
207 S. 5<sup>th</sup> Street  
Celeste, TX 75423

Mr. Charlie Alderman, Superintendent  
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3315 Washington Street  
Commerce, TX 75428

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Ms. Denicia Hohenberger, Superintendent  
Cooper Independent School District  
350 W McKinney Street  
Cooper, Texas 75432

Ms. Shelly Slaughter, Superintendent  
Cumby Independent School District  
303 Sayle Street  
Cumby, Texas 75433

\_\_\_\_\_ Date: \_\_\_\_\_

 Date: 11/8/2018

Mr. Lance Campbell, Superintendent  
Lone Oak Independent School District  
8162 Hwy 69 South  
Lone Oak, TX 75453

\_\_\_\_\_ Date: \_\_\_\_\_

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**III) Signatures:**

Dr. Timothy Letzring, Dean  
College of Education and Human Services  
Texas A&M-Commerce  
P.O. Box 3011  
Commerce, TX 75428

Dr. Matt Wood, Vice Provost for Research and  
Dean of the Graduate School  
Texas A&M-Commerce  
P.O. Box 3011  
Commerce, TX 75428

\_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_ Date: \_\_\_\_\_

Mr. Rick Tidwell, Superintendent  
Bland Independent School District  
P.O. Box 216  
Merit, TX 75458

Dr. Graham Sweeney, Superintendent  
Boles Independent School District  
9777 FM 2101  
Quinlan, TX 75474

\_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_ Date: \_\_\_\_\_

Mr. Luke Allison, Superintendent  
Caddo Mills Independent School District  
100 Fox Ln  
Caddo Mills, TX 75135

Dr. Denise Morgan, Superintendent  
Campbell Independent School District  
480 North Patterson St  
Campbell, TX 75422

\_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_ Date: \_\_\_\_\_

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Celeste Independent School District  
207 S. 5<sup>th</sup> Street  
Celeste, TX 75423

Mr. Charlie Alderman, Superintendent  
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3315 Washington Street  
Commerce, TX 75428

\_\_\_\_\_ Date: \_\_\_\_\_

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Ms. Denicia Hohenberger, Superintendent  
Cooper Independent School District  
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\_\_\_\_\_ Date: \_\_\_\_\_

Mr. Lance Campbell, Superintendent  
Lone Oak Independent School District  
8162 Hwy 69 South  
Lone Oak, TX 75453

 \_\_\_\_\_ Date: 11/7/18



## **Bland Independent School District**

### **Putting Our Communities on the Map**

P. O. BOX 216  
MERIT, TEXAS 75458-0216  
903.776.2239  
FAX 903.776.2240

RICK TIDWELL  
SUPERINTENDENT  
rick.tidwell@blandisd.org

November 5, 2018

The Selection Committee  
Document Control Center, Grants Administration Division  
Texas Education Agency  
Grow Your Own Grants, Pathway 3  
1701 n. Congress Ave.  
Austin, TX 78701-1494

To Selection Committee:

As the President of the School Board of Bland ISD, I am writing this letter of to extend our strong support of the submission of our proposal to the Texas Education Agency's Grow Your Own Grant Cycle, Pathway 3 competition. Our proposal is being submitted in partnership with Texas A&M University-Commerce.

Research has consistently shown the impact of high-quality teachers. As a rural district educating approximately 720 students in an unincorporated community, we face some unique challenges in recruiting and retaining quality teachers, especially teachers from diverse backgrounds. Often, we find ourselves with limited applicant pools without the needed skills to support our students who receive special education and related services or students who are English language learners.

Bland ISD is excited about the opportunities our participation in the Grow Your Own Grant would afford our district in placing highly trained, often dually certified, student teachers in our district in response to our specific needs. In addition, the ability to then hire those students is crucial, as it is difficult to compete with the salaries and benefits that larger districts can more easily offer.

As the President of the School Board of Bland ISD, I pledge to support the Grow Your Own Grant program and believe the implementation of this program will provide quality student teachers and future employees for our rural district. Furthermore, it will provide program evaluations that can drive future decision making to our recruitment and retention efforts.

Respectfully,

Terry Hurst  
President of the Bland ISD Board of Trustees



**Boles Independent School District  
9777 FM 2101  
Quinlan, Texas 75474  
(903) 883-4464 Fax (903) 883-4531  
November 5, 2018**

**The Selection Committee  
Document Control Center, Grants Administration Division  
Texas Education Agency  
Grow Your Own Grants, Pathway 3  
1701 n. Congress Ave.  
Austin, TX 78701-1494**

**To Selection Committee:**

**As the Chairman of the School Board of Boles ISD, I am writing this letter of to extend our strong support of the submission of our proposal to the Texas Education Agency's Grow Your Own Grant Cycle, Pathway 3 competition. Our proposal is being submitted in partnership with Texas A&M University-Commerce.**

**Research has consistently shown the impact of high-quality teachers. As a rural school district that serves 543 students, we face some unique challenges in recruiting and retaining quality teachers, especially teachers from diverse backgrounds. Often, we find ourselves with limited applicant pools without the needed skills to support our students who receive special education and related services or students who are English language learners.**

**I am excited about the opportunities our participation in the Grow Your Own Grant would afford our district in placing highly trained, often dually certified, student teachers in our district in response to our specific needs. In addition, the ability to then hire those students is crucial, as it is difficult to compete with the salaries and benefits that larger districts can more easily offer.**

**As the Chairman of the School Board of Boles ISD, I pledge to support the Grow Your Own Grant program and believe the implementation of this program will provide quality student teachers and future employees for Boles ISD. Furthermore, it will provide program evaluations that can drive future decision making to our recruitment and retention efforts.**

**Respectfully,**

**Linda Pitts**

**Boles ISD Board of Trustees President**

100 Fox Lane  
Caddo Mills, Texas 75135Phone: 903-527-6056  
Fax: 903-527-4883  
[www.caddomillsad.org](http://www.caddomillsad.org)

November 5, 2018

The Selection Committee  
Document Control Center, Grants Administration Division  
Texas Education Agency  
Grow Your Own Grants, Pathway 3  
1701 n. Congress Ave.  
Austin, TX 78701-1494

To Selection Committee:

As the Chairman of the School Board of Caddo Mills ISD, I am writing this letter to extend our strong support of the submission of our proposal to the Texas Education Agency's Grow Your Own Grant Cycle, Pathway 3 competition. Our proposal is being submitted in partnership with Texas A&M University-Commerce.

Research has consistently shown the impact of high-quality teachers. As a rural district (1850 students), we face some unique challenges in recruiting and retaining quality teachers, especially teachers from diverse backgrounds. Often, we find ourselves with limited applicant pools without the needed skills to support our students who receive special education and related services or students who are English language learners.

I am excited about the opportunities our participation in the Grow Your Own Grant would afford our district in placing highly trained, often dually certified, student teachers in our district in response to our specific needs. In addition, the ability to then hire those students is crucial, as it is difficult to compete with the salaries and benefits that larger districts can more easily offer.

As the Chairman of the School Board of Caddo Mills ISD, I pledge to support the Grow Your Own Grant program and believe the implementation of this program will provide quality student teachers and future employees for our school district. Furthermore, it will provide program evaluations that can drive future decision making to our recruitment and retention efforts.

Respectfully,

Keith Hopkins  
President, Board of Trustees  
Caddo Mills ISD  
100 Fox Lane  
Caddo Mills TX 75135



**CAMPBELL Independent School District**

480 North Patterson  
Campbell, TX 77422  
903-862-3259

Dr. Denise Morgan, Superintendent

---

November 5, 2018

The Selection Committee  
Document Control Center, Grants Administration Division  
Texas Education Agency  
Grow Your Own Grants, Pathway 3  
1701 n. Congress Ave.  
Austin, TX 78701-1494

To Selection Committee:

As the Chairman of the School Board of Campbell ISD, I am writing this letter of to extend our strong support of the submission of our proposal to the Texas Education Agency's Grow Your Own Grant Cycle, Pathway 3 competition. Our proposal is being submitted in partnership with Texas A&M University-Commerce.

Research has consistently shown the impact of high-quality teachers. As a rural district with 304 students, we face some unique challenges in recruiting and retaining quality teachers, especially teachers from diverse backgrounds. Often, we find ourselves with limited applicant pools without the needed skills to support our students who receive special education and related services or students who are English language learners.

I am excited about the opportunities our participation in the Grow Your Own Grant would afford our district in placing highly trained, often dually certified, student teachers in our district in response to our specific needs. In addition, the ability to then hire those students is crucial, as it is difficult to compete with the salaries and benefits that larger districts can more easily offer.

As the Chairman of the School Board of Campbell ISD, I pledge to support the Grow Your Own Grant program and believe the implementation of this program will provide quality student teachers and future employees for our rural district. Furthermore, it will provide program evaluations that can drive future decision making to our recruitment and retention efforts.

Respectfully,

Frank Owens,  
Board President  
Campbell ISD





# CELESTE INDEPENDENT SCHOOL DISTRICT

BRAD CONNELLY  
SUPERINTENDENT

November 5, 2018

The Selection Committee  
Document Control Center, Grants Administration Division  
Texas Education Agency  
Grow Your Own Grants, Pathway 3  
1701 n. Congress Ave.  
Austin, TX 78701-1494

To Selection Committee:

As the President of the School Board of Celeste ISD, I am writing this letter of to extend our strong support of the submission of our proposal to the Texas Education Agency's Grow Your Own Grant Cycle, Pathway 3 competition. Our proposal is being submitted in partnership with Texas A&M University-Commerce.

Research has consistently shown the impact of high-quality teachers. As a rural district with a student population of 508 , we face some unique challenges in recruiting and retaining quality teachers, especially teachers from diverse backgrounds. Often, we find ourselves with limited applicant pools without the needed skills to support our students who receive special education and related services or students who are English language learners.

I am excited about the opportunities our participation in the Grow Your Own Grant would afford our district in placing highly trained, often dually certified, student teachers in our district in response to our specific needs. In addition, the ability to then hire those students is crucial, as it is difficult to compete with the salaries and benefits that larger districts can more easily offer.

As the Chairman of the School Board of Celeste ISD, I pledge to support the Grow Your Own Grant program and believe the implementation of this program will provide quality student teachers and future employees for our rural district. Furthermore, it will provide program evaluations that can drive future decision making to our recruitment and retention efforts.

Respectfully,

Chris Barnard  
Celeste ISD School Board  
President  
207 S 5<sup>th</sup> St.  
Celeste, Tx 75423



November 5, 2018

The Selection Committee  
Document Control Center, Grants Administration Division  
Texas Education Agency  
Grow Your Own Grants, Pathway 3  
1701 n. Congress Ave.  
Austin, TX 78701-1494

To Selection Committee:

As the President of the School Board of Commerce ISD, I am writing this letter of to extend our strong support of the submission of our proposal to the Texas Education Agency's Grow Your Own Grant Cycle, Pathway 3 competition. Our proposal is being submitted in partnership with Texas A&M University-Commerce.

Research has consistently shown the impact of high-quality teachers. As a rural district, we face some unique challenges in recruiting and retaining quality teachers, especially teachers from diverse backgrounds. Often, we find ourselves with limited applicant pools without the needed skills to support our students who receive special education and related services or students who are English language learners.

I am excited about the opportunities our participation in the Grow Your Own Grant would afford our district in placing highly trained, often dually certified, student teachers in our district in response to our specific needs. In addition, the ability to then hire those students is crucial, as it is difficult to compete with the salaries and benefits that larger districts can more easily offer.

As the President of the School Board of Commerce ISD, I pledge to support the Grow Your Own Grant program and believe the implementation of this program will provide quality student teachers and future employees for our rural district. Furthermore, it will provide program evaluations that can drive future decision making to our recruitment and retention efforts.

Respectfully,

A handwritten signature in blue ink that reads "Kathleen S. Hooten". The signature is fluid and cursive, with the first name "Kathleen" being more prominent and the last name "Hooten" following in a similar style.

Kathleen Hooten

President

3315 Washington St., Commerce, TX 75428

November 5, 2018

The Selection Committee  
Document Control Center, Grants Administration Division  
Texas Education Agency  
Grow Your Own Grants, Pathway 3  
1701 n. Congress Ave.  
Austin, TX 78701-1494

To Selection Committee:

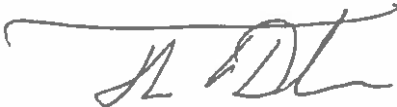
As the Chairman of the School Board of Cooper ISD, I am writing this letter to extend our strong support of the submission of our proposal to the Texas Education Agency's Grow Your Own Grant Cycle, Pathway 3 competition. Our proposal is being submitted in partnership with Texas A&M University-Commerce.

Research has consistently shown the impact of high-quality teachers. As a rural school district of approximately 800 students, we face some unique challenges in recruiting and retaining quality teachers, especially teachers from diverse backgrounds. Often, we find ourselves with limited applicant pools without the needed skills to support our students who receive special education and related services or students who are English language learners.

I am excited about the opportunities our participation in the Grow Your Own Grant would afford our district in placing highly trained, often dually certified, student teachers in our district in response to our specific needs. In addition, the ability to then hire those students is crucial, as it is difficult to compete with the salaries and benefits that larger districts can more easily offer.

As the Chairman of the School Board of Cooper ISD, I pledge to support the Grow Your Own Grant program and believe the implementation of this program will provide quality student teachers and future employees for our rural district. Furthermore, it will provide program evaluations that can drive future decision making to our recruitment and retention efforts.

Respectfully,

A handwritten signature in dark ink, appearing to read 'T. Darden', with a long horizontal line extending from the start of the signature.

Thomas Darden  
Chairman, Cooper ISD Board of Trustees  
PO Box 478  
Cooper, TX 75432



**CUMBY INDEPENDENT SCHOOL DISTRICT**

303 Sayle Street • Cumby, Texas 75433  
Phone 903-994-2260 Fax 903-994-2399  
Shelly Slaughter, Superintendent

*EDUCATING TOMORROW'S LEADERS TODAY*

November 5, 2018

The Selection Committee  
Document Control Center, Grants Administration Division  
Texas Education Agency  
Grow Your Own Grants, Pathway 3  
1701 n. Congress Ave.  
Austin, TX 78701-1494

To Selection Committee:

As the Chairman of the School Board of Cumby ISD, I am writing this letter of to extend our strong support of the submission of our proposal to the Texas Education Agency's Grow Your Own Grant Cycle, Pathway 3 competition. Our proposal is being submitted in partnership with Texas A&M University-Commerce.

Research has consistently shown the impact of high-quality teachers. As a small, rural district, we face some unique challenges in recruiting and retaining quality teachers, especially teachers from diverse backgrounds. Often, we find ourselves with limited applicant pools without the needed skills to support our students who receive special education and related services or students who are English language learners.

I am excited about the opportunities our participation in the Grow Your Own Grant would afford our district in placing highly trained, often dually certified, student teachers in our district in response to our specific needs. In addition, the ability to then hire those students is crucial, as it is difficult to compete with the salaries and benefits that larger districts can more easily offer.

As the Chairman of the School Board of Cumby ISD, I pledge to support the Grow Your Own Grant program and believe the implementation of this program will provide quality student teachers and future employees for our small, rural district. Furthermore, it will provide program evaluations that can drive future decision making to our recruitment and retention efforts.

Respectfully,

A handwritten signature in black ink, appearing to read "Jason Hudson", written over the printed name.

Jason Hudson, School Board President

Cumby ISD

303 Sayle St.

Cumby, TX 75433

# Lone Oak Independent School District

Lance Campbell, Superintendent • (903) 662-5427 • [lcampbell@loisd.net](mailto:lcampbell@loisd.net)

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November 7, 2018

The Selection Committee  
Document Control Center, Grants Administration Division  
Texas Education Agency  
Grow Your Own Grants, Pathway 3  
1701 n. Congress Ave.  
Austin, TX 78701-1494

To Selection Committee:

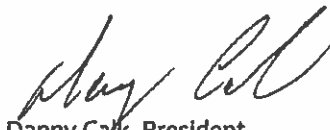
As the President of the School Board of Lone Oak ISD, I am writing this letter of to extend our strong support of the submission of our proposal to the Texas Education Agency's Grow Your Own Grant Cycle, Pathway 3 competition. Our proposal is being submitted in partnership with Texas A&M University-Commerce.

Research has consistently shown the impact of high-quality teachers. As a small rural school district, we face some unique challenges in recruiting and retaining quality teachers, especially teachers from diverse backgrounds. Often, we find ourselves with limited applicant pools without the needed skills to support our students who receive special education and related services or students who are English language learners.

I am excited about the opportunities our participation in the Grow Your Own Grant would afford our district in placing highly trained, often dually certified, student teachers in our district in response to our specific needs. In addition, the ability to then hire those students is crucial, as it is difficult to compete with the salaries and benefits that larger districts can more easily offer.

As the President of the Lone Oak Independent School District Board of Trustees, I pledge to support the Grow Your Own Grant program and believe the implementation of this program will provide quality student teachers and future employees for our rural district. Furthermore, it will provide program evaluations that can drive future decision making to our recruitment and retention efforts.

Respectfully,



Danny Calk, President  
LOISD Board of Trustees



## Maximum Indirect Costs Worksheet

With input from the grantee, this worksheet automatically calculates the **maximum** that may be claimed in indirect costs for a grant administered by TEA. Any amount calculated for indirect costs is an estimate only. Indirect costs are claimed based on actual expenditures declared on the expenditure reporting system, regardless of whether you have included indirect costs on the Program Budget Summary in the original application or amendment.

Complete the worksheet as follows:

- Yellow indicates a cell where input is required. After entering input, tab to the next yellow cell.
- Light gray indicates a table cell where an automatic calculation takes place; no input is required.
- Dark gray indicates a table cell that corresponds to instructions; no input is required.

For a tabular view of all exclusions by grantee type, refer to Table A: Costs That Must Be Excluded from the Indirect Cost Calculation, following this worksheet.

This worksheet is based on guidance from OMB circulars A-21, A-87, and A-122; US Department of Education *Cost Allocation Guide for State and Local Governments*; and the Texas Financial Accountability System Resource Guide, Financial Accounting and Reporting, January 2010. Other costs than those listed may apply; refer to the preceding guidance.

#	Description	Amount
1.	Enter the total costs budgeted for the grant program:	\$317,455.00
2.	Refer to the Restricted and Unrestricted Indirect Cost Rates section of the Indirect Cost Handbook, posted on the <a href="#">Administering a Grant</a> page of the TEA website, to determine whether to use the restricted or unrestricted rate.  If you must use a restricted rate and the following costs are budgeted in your application, enter the budgeted amount. If you must use an unrestricted rate, enter 0.	
a.	Function 51, 6100-6400: Operations and plant maintenance related to performance of the grant	\$0.00
3.	Line 2a is subtracted from line 1 and the result entered here. This is your total budgeted cost less restricted rate exclusions.	\$317,455.00
4.	The total budgeted cost less restricted rate exclusions includes costs that all grantees must exclude from the indirect cost calculation. If the following costs are budgeted in your application, enter the budgeted amount(s) on lines 4a–4e:	
a.	The portion of each subcontract* that is in excess of \$25,000 (6219)	\$0.00
b.	Subgrants,* regardless of dollar amount (6290)	\$0.00
c.	Debt service (6500)	\$0.00
d.	Capital outlay (6600)	\$0.00
e.	Building purchase, construction, or improvements (6620)	\$0.00
5.	The excluded costs listed in lines 4a–4e are added and their total entered here.	\$0.00



#	Description	Amount
6.	Line 5 is subtracted from line 3 and the result entered here. <b>ISDs, ESCs, and all open-enrollment charter schools will use this result as their modified total direct cost. Skip to line 13, where this result is entered.</b>	\$317,455.00
7.	IHEs and NPOs must exclude additional costs. If you are one of those entity types and the following costs are budgeted in your application, enter the budgeted amount(s):	
a.	Rental or lease of buildings, space in buildings, or land (6269)	\$0.00
b.	Scholarships or fellowships (6200) <b>NOTE: For NPOs, this is not an allowable cost for federal grants.</b>	\$0.00
8.	The additional excluded costs listed in line 7a–7b are added and their total entered here.	\$0.00
9.	Line 8 is subtracted from line 6 and the result entered here. NPOs will use this result as their total modified direct cost. Skip to line 13, where this result is entered	\$317,455.00
10.	IHEs must exclude a final additional cost. If you are an IHE and the following cost is budgeted in your application, enter the budgeted amount:	
a.	Tuition remission (6100)	\$0.00
11.	Line 10a is subtracted from line 9 and the result entered here. IHEs will use this result as their total modified direct cost. Skip to line 13, where this result is entered.	\$317,455.00
12.	<b>YOUR TOTAL MODIFIED DIRECT COST (from line 6, 9, or 11):</b>	\$317,455.00
13.	Refer to the Limit on Indirect Costs section of the Indirect Cost Handbook, posted on the <a href="#">Administering a Grant</a> page of the TEA website, to determine whether to use a limited indirect cost rate. Enter the rate here as a decimal value (3.161% = 0.03161; 17.51% = 0.1751):	10.00%
14.	Line 13 is multiplied by line 14. The cents are dropped (not rounded up) and the result entered here. This is the maximum in indirect costs that you may claim for the grant.	\$31,745.50

\* Subcontracts and subgrants may be primarily distinguished as follows:

- A contract obligates a vendor or service provider (contractor) to furnish goods or services to the buyer, who pays for and benefits from them. If the contract is for services, they are usually of a kind that the buyer would perform for itself if it had the resources. These are commonly referred to as third-party contracts.
- A grant is an agreement between an awarding agency (grantor) and a recipient of funds (grantee). The goods and services purchased with grant funds do not benefit the grantor. Instead, the funds provided by the grantor benefit the grantee, along with any grant program participants who receive program benefits. In this case, the TEA grantee (the ISD, ESC, charter school, IHE, or NPO) becomes the grantor if it awards an allowable subgrant to another organization, e.g., an IHE awards a subgrant to an LEA as part of the TEA grantee's funded project.

For a detailed description of the characteristics of grantees versus those of contractors, refer to OMB Circular A-133, Subpart B, § \_\_\_.210, Subrecipient and vendor determinations.

**Table A: Costs That Must Be Excluded from the Indirect Cost Calculation**

The excluded costs listed here are referenced in the applicable OMB circulars and in the US Department of Education *Cost Allocation Guide for State and Local Governments*.

Items of Cost	OMB Circular A-87 and Cost Allocation Guide for State and Local Governments:  School districts, ESCs, all open-enrollment charter schools, and governmental entities		OMB Circular A-122 and Cost Allocation Guide for State and Local Governments:  Nonprofit organizations		OMB Circular A-21 and Cost Allocation Guide for State and Local Governments:  Educational institutions, i.e., institutions of higher education	
	Type of Rate		Type of Rate		Type of Rate	
	Restricted	Unrestricted	Restricted	Unrestricted	Restricted	Unrestricted
<b>6100—Payroll</b> Exclude: Tuition Remission					X	X
<b>6200—Professional and Contracted Services</b> Exclude: 6269 - Rental or lease of buildings, space in buildings, or land			X	X	X	X
<b>6200- Scholarships and Fellowships</b>			X (Unallowable for Federal Grants)	X (Unallowable for Federal Grants)	X	X
<b>6219 - The portion of each subcontract in excess of \$25,000</b>	X	X	X	X	X	X
<b>6290 - Subgrants, regardless of dollar amounts</b>	X	X	X	X	X	X
<b>6500—Debt Service</b> Exclude: All costs in this category must be excluded prior to calculating indirect costs	X	X	X	X	X	X
<b>6600—Capital Outlay</b>	X	X	X	X	X	X

Items of Cost	OMB Circular A-87 and <i>Cost Allocation Guide for State and Local Governments</i> :  School districts, ESCs, <i>all</i> open-enrollment charter schools, and governmental entities		OMB Circular A-122 and <i>Cost Allocation Guide for State and Local Governments</i> :  Nonprofit organizations		OMB Circular A-21 and <i>Cost Allocation Guide for State and Local Governments</i> :  Educational institutions, i.e., institutions of higher education	
	Type of Rate		Type of Rate		Type of Rate	
	Restricted	Unrestricted	Restricted	Unrestricted	Restricted	Unrestricted
Exclude: All costs in this category must be excluded prior to calculating indirect costs						
<b>6620—Building Purchase, Construction, or Improvements</b> Exclude: All costs in this category must be excluded prior to calculating indirect costs	X	X	X	X	X	X
<b>Org 701 – Office of the Superintendent</b> Exclude: All costs in this category must be excluded prior to calculating indirect costs	X		X		X	
<b>Function 51, 6100-6400 – Operations and Maintenance of Plant</b> Exclude: All costs in this category must be excluded prior to calculating indirect costs	X		X		X	

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